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ABSTRACT

This report summarizes the work of the Georgia Express project staff and the five task teams that provided research services to the Georgia Task Force on Adult Education. (The purpose of the Task Force was to review Georgia Adult Education's current goals, objectives, and procedures and to make recommendations for program improvement.) The report of each team is presented in this format: team members, goals, summaries of meetings, and product. These five teams are represented: organization and management (for state, regional, and local levels), funding (for local programs), quality control (standards and program evaluation), data development (identification of data needs and of a data retrieval system), and communication and marketing (public relations and student recruiting). The work of the Georgia Express Project Office is also summarized, including the staff, project services, special presentations, and meetings. Appendixes contain these supplementary documents developed by the task teams and used in their deliberations: a statement of philosophy; quality control standards, including suggested evaluation instruments; principles of data collection and categories of data with summary of survey responses; and a report on adult education communication networks, the nature of adult education, and summary of student responses. (YLB)

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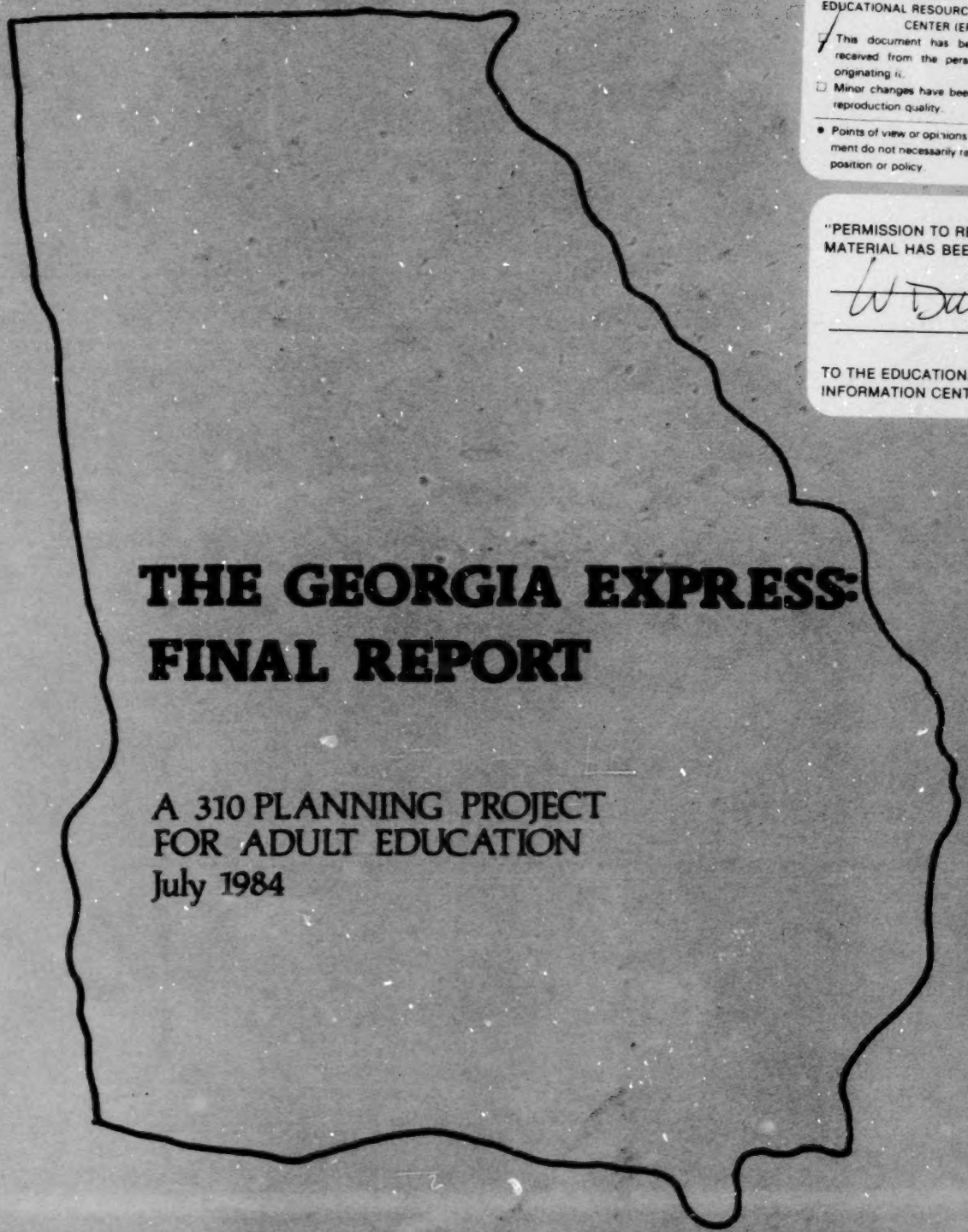

THE GEORGIA EXPRESS: FINAL REPORT

A 310 PLANNING PROJECT
FOR ADULT EDUCATION
July 1984

OED 40881

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July 31, 1984

Dr. Evelyn Turner, Director
Division of Educational Development
State Department of Education
1870 Twin Towers East
Atlanta, GA 30334

Dear Dr. Turner:

The enclosed report from the Georgia Express Project summarizes the work of the Project staff and of the five Task Teams who were charged with the responsibility of providing research services to the Georgia Task Force on Adult Education. In addition to explaining the processes and procedures of the teams, this report contains some of the supplementary documents developed by the Task Teams and used in their deliberations. These documents seem to have some information that should not be lost.

Many adult educators from local programs across the state participated in the Project. Despite the stress of deadlines and heavy workloads, all of them worked enthusiastically, greatly appreciating the opportunity to be part of an exciting endeavor that promised to have an impact on adult education in Georgia for years to come. I especially want to acknowledge the professional commitment of the team leaders and the many team members and to thank them for their diligence and hard work.

As Project Director, I am grateful to Dr. Charles Green, the Griffin-Spalding Schools Superintendent, and to persons in the business office for recognizing the value of the Project and supporting its work.

Your own personal and professional support, which was superb, and that of your staff attests to the importance which you attached to our endeavors. Speaking for myself, as well as on behalf of the Task Teams, I thank you for the opportunity to be involved in the Project and on the Task Force, and I offer you our continued support as you and your staff review and use the results of our efforts.

Sincerely,

Walter L. Dunn

Walter L. Dunn
Project Director

WD/jb

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Project Georgia Express was established to provide research services to the Georgia Task Force on Adult Education. This report, Georgia Express Final Report, outlines the procedures that were followed and preserves some of the tangible items that were important in the project deliberations. This Report can be considered a background document to the report of the Georgia Task Force on Adult Education, Recommendations For Program Improvement.

A 310 Adult Education Project
Griffin-Spalding County Board of Education
Dr. Charles H. Green, Superintendent
Griffin, Georgia 30224

GEORGIA EXPRESS PROJECT

PROCESS AND PROCEDURES

GEORGIA EXPRESS PROJECT

The Task Force on Adult Education was appointed and called into its first session by Dr. Evelyn Turner, December 7, 1982. Its purpose was to review Georgia Adult Education's current goals, objectives, and procedures, and to make recommendations for program improvement.

The Task Force recommended that the Georgia Express Project be established to give adequate time, direction, and resources to the effort. Leadership for planning and managing the Project was selected from the Task Force membership, including chairpersons and vice-chairpersons for the five task areas of study, and the project director. The Griffin-Spaulding County Board of Education, base of the multi-system Adult Education Program operated by the project director, agreed to accept the responsibilities of grantee for the Project. Two consultants knowledgeable in the field of adult education in Georgia and the region were appointed to provide technical services and liaison among the teams.

The Project was initiated in June, 1983 when team members were selected from a pool of nominees from throughout the state. Local superintendents authorized each person's participation. Team meetings began in September and October; each team met three or four times over the life span of the Project, and considerable work was accomplished between meetings. This report summarizes the work of the teams and presents some of their supplementary documents.

ORGANIZATION AND MANAGEMENT TEAM

TEAM CHAIRPERSON AND VICE-CHAIRPERSON:

Ms. Janie Rodgers, Coordinator, Clarke County (Multi-system)

Mr. Aytch Wooden, Coordinator, Peach County

TEAM MEMBERS:

Ms. Ramona Brewer, Coordinator, Walker County (Multi-system)

Ms. Elizabeth Cooper, Instructor, Baldwin County

Mr. Clarence Merritt, Coordinator, Valdosta City (Multi-system)

Ms. Carol Ruska, Instructor, Clarke County

Ms. Mary Stevens, Instructor, Glynn County

Ms. Shirley Williams, Instructor, Dougherty County

TEAM CONSULTANT:

Dr. Charles Clegg, Institute of Community and Area Development, University of Georgia

GOALS:

A. To identify the kinds of assistance and leadership at the state level which could best support and strengthen the local program administration.

B. To identify those factors of management and organization that make a strong local program.

C. To identify and describe two or three organizational model for adult education at the state, regional, and local levels.

FIRST MEETING: October 27, 1983

Preparation. Team leader met with the team's consultant and project consultant. They decided that a brainstorming session with the team would produce a list of management strengths and problems with which the team could then work. The team leader also reviewed and borrowed other state plans, which had been collected by the leader of the Quality Control Team.

Outcome. The team clarified its understanding of the four goals. They received the organizational charts of the State Department of Education and the structures at the local level. Focusing on Goal A, the brainstorming session produced lists of (1) environmental changes that have affected adult education and program changes to offset them. (2) strengths of the current program and ways to capitalize on them. (3) aspects of local programs that need improvement and possibilities for assistance from the state level. Looking at Goal B., the team recorded strengths of local management and ideas for activities and services to be provided locally.

SECOND MEETING: December 1-2, 1983

Preparation. The team leader spoke with the project director and other team leaders to identify concerns which the Management Team should address. She combined the 14 suggested areas with the outcome of the first meeting.

Outcome. The team assigned priorities to the responsibilities of local and state leaders, matching them to the list of management activities and services. Sources for additional input were 10 other state plans, a recent state performance audit, and the Battelle Report on Adult Education Programs in Georgia. The team discussed and agreed on what is needed to strengthen the management of local programs. A subcommittee was charged with examining the management needs of 310 projects.

THIRD MEETING: January 26-27, 1984

Preparation. The team leader prepared a working paper, organizing all previous discussions. A team member compiled information on management training needs of program coordinators. Another member did the same for the role of the state consultant.

Outcome. The team reviewed the working paper and agreed on a recommendation for each item. The two special reports were considered at the appropriate times and accepted by the team as supplements to the final report. The team reached concensus on the content and format of their draft report.

Subsequently, the team leaders edited the working paper and formulated statements of recommendation. These were reported to the Task Force at its March meeting and found to be reiterative. The recommendations were then rewritten and sent to team members for review.

PRODUCT: A draft report with introductory rationale and recommendations in these areas.

(1) The services and support activities needed from the state level by a local program--for planning (including information, training, policy and provisions for services, and 310 projects); services incident to its organization; services from staff, and services to enhance direction and control.

(2) The services and support needed by a program from its local level--for planning, in program organization and structure, and in responsibilities of the staff.

(3) Local conditions and factors of management that must be accomodated for the program recommendations

FUNDING TEAM

TEAM CHAIRPERSON AND VICE-CHAIRPERSON

Dr. Mike Richardson, Coordinator, DeKalb County (Multi-system)

Ms. Joy Berry, Governor's Office of Planning and Budget

TEAM MEMBERS:

Ms. Mary Helen Bannister, Coordinator, Madison County

Dr. Sam Dennard, Coordinator, Clayton County

Mr. Karl Roberts, Coordinator, Muscogee County (Multi-system)

Dr. Janie Smallwood, Coordinator, Decatur County

Mr. George Tate, Coordinator, Butts County

GOALS:

A. To identify a funding plan for local programs.

B. To define the meaning of the phrase "shall maintain an adult education program."

C. To identify the optimum funding process and level for the organizational pattern as developed by the Organization and Management Team.

FIRST MEETING: September 20, 1983

Preparation. Team leaders prepared three handouts: (1) a printout of the 1983 allocations and expenditures, (2) the ABE and ASE target populations of each local program, and (3) a summary of total funds available from federal and state budgets, and of the totals allocated to local programs, state administration, and special projects.

Outcome. The team reviewed the project and their own goals. The team received a historical overview of funding procedures and of factors that have influenced fundings. They studied the background information provided by the three handouts and defined a few key terms.

They discussed funding models and recommended that leaders present model formulas at the next meeting.

SECOND MEETING: November 15, 1983

Preparation. Team leaders secured information on funding practices from five other Southeast states and developed a summary handout.

Other handouts were prepared, defining (1) funding categories, (2) guaranteed and earned funding units, (3) factors of a unit, unit value, and hourly salary rate, and (4) tentative values for instruction, administration, maintenance and overhead, and equipment. Yet another handout presented information on target population, instructors, and students.

Outcome. All handouts were studied and discussed. A funding formula based on a "unit" of student contact hours was suggested and applied to several programs; the model was accepted by team members, who agreed to work on refining it. Discussion moved toward concensus on several factors of funding, including accumulation of units, equipment purchases, and maintenance and supply funds.

THIRD MEETING: January 10, 1984

Preparation. Team leaders developed formal recommendations from the outcome of the second meeting. They submitted the recommendations to other individuals and groups for reaction, noting suggestions and concerns to be shared with the team.

Outcome. The team examined the full process of establishing the value of a unit and using units to establish funding. Further discussion centered on the process of a funding change, possible precautions against abuse, and other recommendations.

Subsequently team leaders summarized the deliberations of the team into six recommendations, which were sent to all program coordinators for reaction; 37 responded with approval, some with added suggestions.

PRODUCT:

A document with six recommendations for local program funding.

(1) A formula based on three major components--each defined and with examples of its effect.

(2) Guidelines for limits on line item categories, for ABE/ASE division of funds, and for gradual implementation of the formula.

(3) Changes in the part-time salary base.

(4) Establishing new GED Testing Centers.

QUALITY CONTROL TEAM

TEAM CHAIRPERSON AND VICE-CHAIRPERSON

Mr. Lamar Gailey, Coordinator, Pioneer CESA (Multi-system)

Dr. Rosemary Adams, Coordinator, Grady County and Baker County (Multi-system)

TEAM MEMBERS:

Mr. Francis Adams, Coordinator, Bibb County

Ms. Elaine Butler, Coordinator, Murray County (Multi-system)

Mr. Carlos Crosby, Coordinator, Appling County

Mr. James Cross, Instructor, Dougherty County

Ms. Tamara Edwards, Instructor, Muscogee County

Ms. Estelle Parken, Instructor, Richmond County

TEAM CONSULTANT:

Dr. Theodore J. Pinnock, Virginia Cooperative Extension Service

GOALS:

A. To propose a statement of philosophy under which the local programs operate.

B. To identify a set of standards toward which AGE programs should be developing.

C. To recommend criteria by which programs could reach the next level of growth in terms of number of students served and the number of potential students.

D. To describe effective evaluation of the program at all levels.

FIRST MEETING: October 27, 1983

Preparation. The team leader sent a letter to other states requesting information on quality control practices. More than a dozen states responded by sending their state plans and other relevant information. The team leader traveled to South Carolina to review its quality control procedures; he also interviewed personnel from Alabama on quality control in that state.

Outcome. After orientation to the project and to the team's objectives, two subcommittees listed factors to be used in establishing a program profile and developed a statement of evaluation philosophy, including areas to be evaluated.

SECOND MEETING: November 22, 1983

Preparation. The team leader expanded the work of the subcommittees, using resources from research and other states. He organized a draft of an evaluation instrument and sent it to team members for reaction.

Outcome. Team members reacted to the material received from the team leader and approved its format and use. All items were edited and categorized.

THIRD MEETING: January 24, 1984

Preparation. The team leader accumulated information about operating a quality GED testing center, including administration, test scheduling and procedures, security, and record keeping. He also obtained a copy of the report form used by state consultants in reviewing a program. Team members listed the information they considered necessary for a program profile, for quality program administration, and for quality GED testing.

Outcome. The team reviewed and edited proposed items for evaluating a GED testing program. Items on the instrument for an adult education program were cross checked with the state review form to insure completeness. The team leader noted suggestions for other items for the two instruments--program administration and program profile.

FOURTH MEETING: February 15 and 17, 1984

Preparation. The team leader incorporated all suggestions into the evaluation instruments: program profile, program evaluation, and GED test program. The intent was to include as many pertinent areas of evaluation as possible.

Outcome. All instruments were reviewed. Recent information on GED test regulations was introduced for the team's consideration. A specialist in evaluation procedures and instruments presided at the second session, presenting several appropriate models and securing concensus on format. After an open-ended discussion on adult education programs and problems, the consultant was charged with reworking the instruments into a final version.

PRODUCT: A refined draft including introductory statements, tentative instruments, and recommendations for implementing a quality control program.

(1) statements of program philosophy, program purposes, and types of standards to be observed.

(2) a profile of an adult education program (staff, target population, enrollment, funds, etc.)

(3) monitoring instruments for administration, staff certification, and training.

(4) rating scale for curriculum and instruction.

(5) monitoring instrument for GED Test Centers.

DATA DEVELOPMENT TEAM

TEAM CHAIRPERSON AND VICE-CHAIRPERSON

Dr. Bill Hammond, Secondary Reading Consultant, Georgia Department of Education

Dr. Ruth Spaulding, Coordinator, Telfair County

TEAM MEMBERS:

Ms. Shelia Allen, Instructor, Richmond County

Ms. Ann Nelson, Coordinator, Baldwin County

Dr. Curtis Ulmer, Professor, University of Georgia

Mr. B. B. White, Coordinator, Dougherty County (Multi-system)

TEAM CONSULTANT:

Dr. William L. Curlette, School of Education, Georgia State University

GOALS:

A. To identify the data needed for accurate official reporting of the program.

B. To identify the kinds of data that would be useful to the local coordinator for program improvement.

C. To identify a data retrieval system which would aid the Communication and Marketing Team's efforts with legislators, general public, and education decision makers.

FIRST MEETING: September 22, 1983

Preparation. Suggested alternative procedures for accomplishing the goals were structured by the team leader.

Outcome. The team discussed the purpose of the project and the team objectives. Three subcommittees were formed to consider (1) standards, (2) data collection procedures, and (3) data validation procedures. The suggestion was made to study data collection procedures in other states.

SECOND MEETING: December 13, 1983

Preparation. The Subcommittee on Standards met twice. They prepared a statement citing the principles for collecting and using data, and a list of data to be collected.

Outcome. The team reviewed the report of the Subcommittee on Standards and decided to send review copies to other team leaders. They also suggested the inclusion of data on local program improvement and that the data system be computer compatible. The Subcommittee on Data Collection Procedures reported that a consultant was developing a questionnaire. The Validation Subcommittee reported a meeting was scheduled for January.

THIRD MEETING: February 28, 1984

Preparation. The Subcommittee on Data Collection Procedures met with the consultant to develop a questionnaire to determine (1) how information is currently being handled by local programs, (2) what the current relationship is of data to quantitative and qualitiative aspects of a program, and (3) how record keeping and reporting could be improved.

Outcome. The team reviewed the survey instruments, suggesting minor changes. The team leader incorporated the suggestions and submitted the survey to the project office for a March mailing, subsequently, the results of the survey have been used to prepare the suggested procedure for collecting data from the local programs.

PRODUCT: Recommendations and two documents.

(1) suggested principles to govern data collection and the data to be collected by category.

(2) A summarization of the survey response.

COMMUNICATION AND MARKETING TEAM

TEAM CHAIRPERSON AND VICE-CHAIRPERSON:

Ms. Susan Hackney, Coordinator, Polk County (Multi-system)

Dr. William Montrois, Coordinator, Gwinnett County

TEAM MEMBERS:

Ms. Carol Buffington, Instructor, Gwinett County

Mr. Glenn Hobby, Coordinator, Thomas County

Mr. Freeman Mills, Coordinator, Troup County (Multi-system)

Ms. Gene Murphy, Instructor, Polk County

Ms. Athelina Rawls, Coordinator, Wilcox County

Ms. Peggy Taliaferro, Coordinator, Dalton City

TEAM CONSULTANT:

Dr. Charles T. Salmon, School of Journalism, University of Georgia

GOALS:

A. To identify the communication responsibilities of each level of operation--state department personnel, local coordinator, local instructor, community agencies, and superintendent.

B. To outline a cohesive public relations and student recruiting effort which would be on-going throughout the year.

FIRST MEETING: October 7, 1983

Preparation. Team leaders worked with the team consultant to prepare background information in communications and public relations. A handout included principles of good communications, the flow of communication among adult education components, good commercial examples, and a description of the "focus group" technique to help understand the attitudes of any target group.

Outcome. After orientation to the project and team objectives, the team discussed the concepts presented in the handout. A list of the communication services needed by local coordinators. Team members decided to study four focus groups and began to develop questions to elicit information on attitudes.

SECOND MEETING: November 17-18, 1983

Preparation. Team leaders reviewed communication handbooks and promotional materials from Georgia and other states. The consultant challenged a University class to develop marketing materials for adult education.

Outcome. The team studied the data from the focus group reports, which indicated that the different adult education groups reacted differently to materials and communication channels. The consultant summarized the most effective approaches to program clientele. The team examined the marketing materials which had been collected and identified the most effective ways to improve community awareness. Items for a questionnaire to coordinators and selected program staff were approved.

THIRD MEETING: February 23-24, 1984

Preparation. Team leaders compiled responses from the questionnaire. Each team member analyzed a given communication or marketing concept, using handbooks and materials distributed at the second meeting.

Outcome. The team reviewed the questionnaire responses. Some results were: (1) more frequent communications are needed from the state level; (2) there is a need for a regular newsletter; (3) there is a need for an adult education image, logo, and/or motto. The team reported on the marketing products and procedures they had analyzed since the last meeting; they also examined the prototype media kits produced by the University class. Recommendations were drafted for the team's project report. The team also agreed that a public relations handbook would be a good product, representing the committee's work.

PRODUCT: A report which includes:

(1) a description of the communication channels in adult education, both internal and external.

(2) a discussion of the nature of public relations and how to communicate with the community.

(3) recommendations for improving communications between:

...state level and local program administration
...local program administrators and instructors
...instructors and local program administrators
...local program administrators and state level
...local program administrators and local superintendents
...state level and statewide audience
...local programs and a local audience

GEORGIA EXPRESS PROJECT OFFICE

GRANTEE:

Griffin-Spalding County Board of Education, Griffin, Georgia

PROJECT DIRECTOR:

Mr. Walter L. Dunn, Coordinator, Griffin-Spalding County (Multi-system)

PROJECT CONSULTANTS:

Dr. Edward T. Brown, Stone Mountain, Georgia

Ms. Shelby K. Johnson, Snellville, Georgia

PROJECT SECRETARY:

Ms. Jeraldine Brown, Griffin, Georgia

STATE DEPARTMENT STAFF LIAISON

Mr, Joel W. Dinkins Mr. Wally Thalleen

CONSULTANTS TO THE DIRECTOR

Dr. Evelyn C. Turner Dr. Neil Gunter Dr. Helen M. Earles

PROJECT SERVICES

The project office provided active support and services to the five Task Teams, including (1) facilitating the selection and recruitment of team members, (2) reproducing and mailing three questionnaires, and (3) receiving and tabulating the responses, and reporting the results to the appropriate teams. The Project Director coordinated two meetings for which team chairpersons felt the need. At the first meeting in July 1983, team members were selected. The second meeting in January 1984 focused on the implications for team activity arising from the first Task Force meeting and on concerns about team procedures and the kinds of written products which were expected.

Fiscal services included the reimbursement of expenses of the teams, travel of team and Task Force members to meetings, and fees

and expenses of team consultants. The Project Director or consultant, and sometimes both, attended all team meetings, and were available to the team leaders between meetings by telephone or by visit.

The project staff and the teams received assistance from the state staff; Mr. Thalleen and Mr. Dinkins provided liaison with the Department and made content presentations to several team meetings. Dr. Turner and Dr. Earles not only attended meetings but also were available to several team leaders for consultation and discussion.

Special activities of the project office included three reports to the Task Force, presentations to the annual GAPSAE meeting and to the Southern Regional Adult Education Conference, and a meeting of all of the project participants where the teams shared their recommendations and documents.

SPECIAL PRESENTATIONS:

Presentation 1. The project was given a two-hour spot on the Georgia Association of Public School Adult Educator's annual meeting in September 1983. Project staff and team leaders explained their responsibilities, the procedures that were planned, and the progress already made. The major benefits to the project included (1) succinct abbreviated statements of team purpose and (2) identification of topics of concern to more than one team.

Presentation 2. At the Southern Regional Adult Education Conference, the project director discussed the inception of the project and the procedures that were followed, emphasizing three primary project concepts. One, that team areas of concern and the goals of each team represented "felt needs" that preceeded the project. Two, each team, working independently, used problem solving techniques and explored

16 solutions and ideas from other states and around our own state. Three, there was frequent interrelating of progress among the teams, including shared minutes of all work sessions, reports to the Task Force, and consultant and project leadership participation at every team session.

Presentation 3. This was the culminating activity for all of the teams in May 1984. Each team reviewed its own recommendations and supporting documents and then reviewed, in turn, recommendations and documents of every other team, making suggestions for strengthening, revising, and adding to their products:

> Organization and Management received suggestions for adding recommendations concerning adult education's responsibility for 16-to 18-year-old adults and for defining adult education's relationships with community education. Strengthening several recommendations was also suggested, including those advocating full-time staff (including coordinators), training new coordinators, establishing multi-systems and learning centers, and 310 project procedures. There was disagreement on the number of hours defining a full-time instructor.
>
> The Funding recommendations were fully accepted with much interest shown in applying them to individual situations and the possible procedures for adjusting to higher or lower allocations. There was some support for recommending that administrative costs be figured on a separate formula.
>
> Quality Control received several suggestions for simplifying the proposed data collection forms (especially to reduce the number of columns), and for changing some statements of the qualitative standards to make them more appropriate to small programs. It was stongly suggested that the quality control program eventually be tied into the Public Schools Standards Program.
>
> Data Development received suggestions for clarifying data collection of special populations (ESL, non-readers, etc.), and for additional definition of how and whom to count in many of the recorded categories, such as ABE/AGE, and learning center attendance. Additional recommendations were requested for defining and recording student contact hours and other pertinent program statistics so as to leave an audit trail.
>
> Communications and Marketing received suggestions that several recommendations were not applicable to small programs and that an exclusionary statement would be appropriate; also

that the recommendation requesting duplicate information to local superintendents and coordinators needed a definition of what information or an explanation of when it is needed. There was hearty approval of a prototype public relations program.

PROJECT REPORTS TO THE TASK FORCE

The Project Director and chairpersons of the Task Teams presented progress reports to the Task Force at their meetings on December 12, March 6, and May 16. Although the purposes of these progress reports was to keep the Task Force informed and to receive guidance, a major advantage to the Georgia Express Project was the opportunity by team leaders to interrelate areas of common activity and concerns.

FIRST MEETING: DECEMBER 12, 1983

Purpose. To inform the Task Force of progress to date and to accept suggestions and guidance from Task Force members.

Outcome. The Project Director explained the process by which team members had been selected and appointed. Each team had completed the preparatory work of securing documents from out of the state and gathering other background information, and each team had held one or two meetings. Organization and Management had identified 14 areas of investigation. Funding had identified the problems inherent in the current funding procedure and identified a process for adult education that could use the nomenclature and procedures used by the regular school program. Quality Control had identified a format scale and five areas appropriate for monitoring. Data Development had selected a three-task approach and appointed a sub-committee to pursue each one. Communications and Marketing had studied the communications process and identified the adult education linkages. They also showed an accumulation of public relations and advertising suggestions.

SECOND MEETING: March 6, 1984

Purpose. To secure Task Force contributions to the ideas and concepts being investigated by the teams and to report Task Team progress.

Outcome. Small groups were charged with "brainstorming" six task questions: List the impediments, problems, and challenges to (1) a good life?, (2) a good P.R. program?, (3) good management?, (4) adequate funding?, (5) a quality program?, and (6) a good

data collection process? The groups reassembled to report the results, and suggest feasible responses or solutions. Each team leader secured new ideas for further team work.

Team reports were made at the next session of the meeting: Organization and Management presented a first draft of its recommendations receiving suggestions for language and content changes, along with occasional requests for further explanation. Funding presented its suggested formula for allocating program funds and five additional recommendations. These had been submitted previously to all local coordinators by mail for their information and reaction, which was general approval. Quality Control shared a draft of the monitoring instrument it was proposing and cited the items which should be of concern to the other teams. Data Development presented the product of its sub-committee on data identification and a description of a survey form to be mailed to all local programs. Its purpose was to identify the data each had available, how it was collected, and to solicit ideas for accurate reporting. Communication and Marketing presented its draft report and described the volume of public relations and advertising materials for adult education which it had accumulated.

THIRD MEETING: MAY 16, 1984

Purpose. To allow Task Teams to present their recommendations to the Task Force for discussion and approval.

Outcome. The third Task Force meeting was divided into two sessions. At the first session, each team presented its recommendations for acceptance and/or discussion. Language and content changes were made to some recommendations, and most were approved after some discussion or explanation. Fourteen recommendations engendered extensive discussion and were reserved for further debate. At the second session, each of the 14 recommendations at issue was discussed and either not approved by the Task Force or changed to conform with Task Force suggestions. The recommendations approved at this session concerned 16- and 17-year-old admissions to adult education, definition of a full-time staff member, relationship to community education, the restriction on administrative expenditures, GED test centers and test fees, joining the public school Standards Program, use of student contact hours for reporting service, and a time frame for implementing a public relations program. Data Development then presented some additional materials and recommendations which had not been available at the first session. Subsequent discussion modified them for inclusion in the final report.

APPENDIX A

STATEMENT OF PHILOSOPHY (QC)

The Georgia Adult Education program is an investment in human resources from which is expected positive gains in the form of higher productivity, an improved quality of life, a better informed citizenry, and a sustainable and strong democracy. It should be recognized that spending public and private funds on adult education is not to be measured by its direct fruits alone, but that it will be profitable as a mere investment to give the masses of the people much greater opportunities than they can generally avail themselves.

Walter Heller, economic advisor to President Kennedy states:

> There is nothing new in the concept of man as a unit of "human capital." It is the present emphasis on a growth economy that has brought this idea to the fore again. Economic growth can be shown to be a factor of the education levels of the population. In fact, the rate of return on funds invested in education can be shown to be greater than the rate of return on funds invested in business.

To this end, it is concluded, that the public as well as the decision makers at all levels be cognizant of the fact that it is cheaper to pay for education now than for continued ignorance. It is a sign of the highest civilization when individuals reach that point where their strength is used in pulling every human soul up to the very highest point of usefulness and service.

Purpose of Adult General Education Program

Free men/women must see their goals at two levels--the level of the individual and the level of society. Individual fulfillment on a wide scale can occur only in a society which is designed to cherish the individual, which has the strength to protect him, and the system of values within which he can find himself.

To this end, the purposes of the Georgia Adult General Education Program are:

1) To expand educational opportunities for adults who are enrolled in the program.

2) To provide basic skills in reading, writing and mathematics through adult basic education.

3) To teach English as a second language.

4) To provide enrollees with counseling in areas of interest such as consumer economics, hygiene, child rearing, etc.

5) To refer enrollees to appropriate agencies for jobs, job training, expert counseling when necessary, etc.

6) To prepare enrollees to meet the requirements for a state of Georgia Equivalency Certificate or diploma.

7) To refer those enrollees who are successful in passing the GED to institutions of higher learning and existing job opportunities.

APPENDIX B

QUALITY CONTROL STANDARDS INCLUDING

SUGGESTED EVALUATION INSTRUMENTS (QC)

QUALITY CONTROL and/or STANDARDS FOR EVALUATION OF GEORGIA'S ADULT EDUCATION PROGRAMS

This task force was guided by the assumption that evaluation and/or quality control is an inevitable part of any human undertaking and by the belief that sound evaluation can promote the understanding and improvement of adult education. It was also guided by the belief that a set of professional standards could play a vital role in upgrading the practice of adult education evaluation.

The task force foresaw several benefits from the development of sound standards. Among those are: (a) a common language to facilitate communication and collaboration in evaluation, (b) a set of general rules for dealing with a variety of specific evaluation problems, (c) a conceptual framework by which to study the often confusing world of evaluation, (d) a basis for self-regulation and accountability, and (e) an aid to developing public credibility for the evaluation of state supported adult education programs in Georgia.

The standards should stimulate and aid those people who conduct and use evaluation, but successful evaluation requires that evaluators employ their own creativity, ingenuity, and good judgment.

The standards for the evaluation of educational programs fall into four broad areas. While no detailed discussion of each standard is presented in this document, it is most appropriate to briefly mention their relevance and importance.

--UTILITY STANDARDS

The utility standards are intended to ensure that an evaluation will serve the practical information needs of given stakeholders.

--FEASIBILITY STANDARDS

These standards are intended to ensure that an evaluation will be realistic, prudent, diplomatic, and frugal.

--PROPRIETY STANDARDS

The Propriety Standards are intended to ensure that an evaluation will be conducted legally, ethically, and with due regard for the welfare of those involved in the evaluation, as well as those affected by the results.

--ACCURACY STANDARDS

The Accuracy Standards are intended to ensure that an evaluation will reveal and convey technically adequate information about the features of the program being studied.

These four broad standards should always be borne in mind by anyone who is engaged in an educational evaluation enterprise.

The instruments appearing in the subsequent pages of this report are by no means all inclusive, neither are they representative of all the standards briefly discussed earlier. However, the instruments represent the beginning of a functional method in maintaining and improving minimum standards in the State of Georgia.

REVIEWER'S NAME _____

TITLE _____

Name of System: _____

System Number _____

Address and Phone: _____

_____

TABLE 1.

PROGRAM IDENTIFICATION

EMPLOYMENT AND

NAME, ADDRESS & PHONE NO. OF COORDINATOR AND TEACHERS	FULL TIME	PART TIME	YEARS OR MONTHS OF SERVICE	LICENSED OR CERTIFIED Yes	No

Name and Address of Fiscal Agent

_____

_____

, LOCATION, PERSONNEL,
CERTIFICATION DATA

DATE OF EMPLOYMENT	DATE REVIEW COMPLETED	HIGHEST DEGREE COMPLETED BY TEACHERS (M.S.) THROUGH COLLEGE				EMPLOYMENT LOCATION	REVIEWER'S REMARKS
		4	5	6	7		

REVIEWER'S NAME _____

TITLE _____

TABLE 2
ENROLLMENT AND PARTI

*THE ENROLLMENT INFORMATION ON THIS FORM INCLUDES:

JULY 1, 19___ thru _____ ___, 19____.

NAME OF TEACHERS	CURRENT ENROLLMENT*										ETHNIC	
	ABE	ADA	ASE	ADA	ESL	ADA	DIPLOMA	ADA	OTHER	ADA	AM. INDIAN/ NATIVE ALASKAN	BLACK

NAME OF SYSTEM: _____

NAME OF COORDINATOR: _____

CIPANT PROFILE

BACKGROUND			SEX		AGE			FUNCTIONAL LEVEL				TOTAL NO. CONTACT HOURS GENERATED SYSTEMWIDE	REVIEWER'S REMARKS
ASIAN/ PACIFIC NATIVE	HISPANIC	OTHER (Explain)	M	F	16-44	45-64	65+	0-8	9-12	ESL	OTHER		

REVIEWER'S NAME _____

TITLE _____

NAME OF SYSTEM: _____

NAME OF COORDINATOR: _____

TABLE 3

TARGET POPULATION AND SOURCE FOR

NAME OF SYSTEM	ADULTS 25 YEARS OR OLDER	0-8 YEARS OF EDUCATION	1-3 YEARS OF HIGH SCHOOL

(1980 Census)

S OF FUNDS

CURRENT FY

	TOTAL	SOURCES OF FUNDS	AMOUNT OF FUNDS FROM EACH SOURCE	TOTAL FUNDS AVAILABLE FY___	REVIEWER'S REMARKS

REVIEWER'S NAME _____

TITLE _____

NAME OF COORDINATOR _____

ADULT GENERAL ED
ENROLLMENT TO
ADA, AND
(SUMMARY INFORMA

NAME OF SYSTEM	NO. ADULT BASIC ED. CLASSES	NUMBER ENROLLED IN ABE CLASSES	ADA IN ABE CLASSES	NO. ASE CLASSES	NUMBER ENROLLED IN ASE CLASSES	ADA IN ASE CLASSES	NUMBER ADULT DIPLOMA CLASSES

TABLE 4

...UCATION CLASSES
...DATE THIS YEAR
...GED DATA
...TION FROM TABLE 2)

NUMBER ENROLLED IN DIPLOMA CLASSES	ADA IN DIPLOMA CLASSES	NO. ESL CLASSES	NUMBER ENROLLED IN ESL CLASSES	ADA IN ESL CLASSES	NUMBER STUDENTS TAKING GED LAST FY	NUMBER STUDENTS PASSED LAST FY	NUMBER STUDENTS IN GED TAKING TEST LAST 3 YEARS	NO. PASS GED	NO. PASS GED THIS YEAR	REVIEWER'S REMARKS

TABLE 5

ADMINISTRATIVE STRUCTURE, ADVISORY BOARD
AND RESPONSIBILITY

DATE _____

Name of Reviewer _____ Name of System _____

Title _____ System No. _____

Address of System _____

Name of Fiscal Officer _____

Name of Respondent _____

Title of Respondent _____

	Yes	No
1. Does the adult education program in this system have a written policy? If no, go to question 3.		
2. If yes, does the policy include:		
a) approval of LEA Board of Education		
b) definition of local system's philosophy of adult education		
c) the role of the local system in the organization and administration of the adult education program		
d) a description of the total target population to be served		
e) an adequate and accurate system of record keeping		
3. Does the board of education in this system provide the following:		
a) approval of all personnel		
b) adequate physical facilities		
c) assessment of local program needs		
d) approval of annual local program plan		
e) changes and/or revisions in programs		
f) establishment of the plan for the organization of the program		
4. Is the approved Georgia Department of Education annual plan or application for the current year on file in the coordinator's office?		

	Yes	No
5. Is the approved budget for the current year on file in the coordinator's office?		
6. Does the local adult education program receive support through:		
a) local dollars		
b) inkind contributions		
c) volunteer time		
7. Does the rate of compensation for all employed personnel in the program follow the current approved APEG salary schedule?		
8. Are aides and paraprofessionals paid the same salary across the system?		
9. Are job descriptions of all employees on file in the coordinator's office?		
10. Were all job descriptions approved by the superintendent and local board of education?		
11. Was the adult education staff selected based on training and experience?		
12. In your opinion, are class location and schedules convenient for the students?		
13. Thinking in terms of distance, time, and frequency of administration, do you think that the GED test center is reasonably accessible to students?		
14. Has an advisory council been established?		
15. Does the council meet at least twice per year?		
16. In your judgement, is the advisory council representative of the community?		
17. Has the advisory council participated in the development, planning and evaluation of the local adult education program?		
18. Are the minutes available to document their involvement?		

	Yes	No
20. Do you on occasions call on your advisory council members for advice?		
21. Do members of your advisory council assist in the recruitment of students?		
22. Do members of the advisory council visit classes sometimes?		
23. Have you ever had criticisms from members of the advisory council?		
24. Have you ever had commendations from members of the advisory council?		
25. Do you prepare the agenda for the advisory council meetings?		
26. Were advisory council members given any training in regard to their responsibilities on the council?		
27. Do advisory council members have job descriptions?		
28. Should members of the advisory council have:		
a) one-year term		
b) two-year term		
c) three-year term		
d) life term		

Reviewer's Comments:

TABLE 6

CERTIFICATION & INSERVICE

DATE _____

Name of Reviewer _____ Name of System _____

Title _____ System No. _____

Address of System _____

Name of Fiscal Officer _____

Name of Respondent _____

Title of Respondent _____

	Yes	No
1. Does the coordinator have an AS-5 certificate?		
2. Does he/she have the minimum 5-hour add on in adult education?		
3. Has the coordinator conducted an annual evaluation of the staff?		
4. Does the coordinator have documented needs for inservice training or improvement of teachers?		
5. Do all teachers in the adult education program have current Georgia Teaching Certificates?		
6. Did all teachers obtain the 5-hour add on within the probationary period of one year from the date of employment?		
7. Do you have teachers in the system now without the appropriate certification?		
8. Do personnel files include documentation of certification and inservice training?		
9. Are adult education teachers included in the planning of inservice education?		
10. Do you encourage all teachers and staff to participate in state approved inservice training?		

		Yes	No
12.	Do you mandate their participation if they fail to accept your encouragement?		
13.	Are funds available to provide for inservice teacher training?		
14.	Are funds allocated annually for teacher training?		
15.	Does the local system provide opportunities for newly employed teachers to receive pre-service training?		
16.	Do you have on file the curriculum and/or content for the pre-service training of teachers?		
17.	Do you have qualified personnel to conduct pre-service training for newly hired teachers?		
18.	Is inservice training available for adult education volunteers?		
19.	Do you have funds available for inservice training of volunteers?		
20.	Are funds allocated for inservice training of volunteers?		

RATING SCALE

Date _____

Name of Reviewer _____ Name of System _____

Title _____ System No. _____

Address of System _____

Name of Fiscal Officer _____

Name of Respondent _____

Title of Respondent(s) _____

The following rating scale seeks to get information relative to Needs Assessment, Curriculum and Physical Facilities. The rating scale goes from 1 (Not Approved) to 4 (Totally Approved). Items in the rating scale that are not applicable to a system should be clearly marked in Column 1 N/A. The reviewer should be sure to ask probing questions in each category to determine how each variable should be rated.

VARIABLES	Not Approved	Some Approved	Totally Approved
1. The needs assessment.			
2. A diagnostic instrument is used in the development of a course of study to meet the needs of each individual student.			
3. Instruction is based on the diagnosed deficiencies of the student.			
4. An appropriate curriculum model is used to meet the needs of the student.			
5. The materials are appropriate for the adults.			
6. Community resources and resource personnel are integrated into the learning situation.			
7. Instructors are knowledgeable of the available materials.			

VARIABLES	NOT APPROVED	SOME APPROVED	TOTALLY APPROVED
8. Basic skills are taught in an organized and sequential process.			
9. The adult general education program curriculum includes the following: a. adult basic skills education b. high school credit courses c. GED preparatory courses d. English as a Second Language			
10. A cumulative file for each student is available and is current (including enrollment, diagnostic, and attendance information, etc.).			
11. Student cumulative files are retained as confidential records with appropriate security.			
12. Work folders are separate from cumulative files.			
13. Learning materials are available for students on all instructional levels.			
14. Classes are conveniently located for the students.			
15. The classroom facilities provide a positive learning environment.			
16. Certain factors (i.e., noise, lighting, temperature, etc.) are controlled at a desirable level.			
17. There are plans to accommodate growth of the program.			
18. Facilities are provided for the handicapped.			
19. Furniture is comfortable for use by adults.			

VARIABLES	NOT APPROVED	SOME APPROVED	TOTALLY APPROVED
20. Library resources are available.			
21. Instructional aids are available (i.e., audio and visual aids, maps, books, chalkboard and display space, radio, TV).			
22. Adequate space is available for individual counseling.			
23. Adequate space is available for storage.			
24. Facilities are in good repair and safe from hazards.			
25. Facilities are appropriate for program needs.			
26. Learning Center provides out-reach services to specialized populations.			
27. The local program employs a planned system in recruiting students for the program.			
28. There is inter-agency coordination for referral of students into adult education and referral of students to services.			
29. Students are given the opportunity to enroll at any time during the year.			
30. Public awareness is achieved by the use of: a. brochures b. radio c. poster d. graduation/recognition e. newspaper articles f. television g. bulletin boards h. community service organizations i. cooperation of community education j. peer presenters/success story k. each one bring one (minimum level of acceptance will be five of the above)			

VARIABLES	NOT APPROVED	SOME APPROVED	TOTALLY APPROVED
31. The program has conducted follow-up on students who have dropped out of the program.			
32. The program as conducted follow-up on students who have completed the program.			

TABLE 7

DATA RELATIVE TO
GED TESTING CENTER

Date _____

Name of Reviewer _____ Name of System _____

Title _____ System No. _____

Address of System _____

Name of Fiscal Officer _____

Location of GED Centers _____

Name of Administrator/Procter at GED Centers _____

_____

Name of Respondent _____

Title of Respondent _____

	Yes	No
1. The GED testing fee schedule is adhered to strictly.		
2. The time limit is observed by the chief examiner for each test.		
3. GED examinees are permitted to complete the entire battery of five tests or they may retest an individual test with scores below 35 prior to completing the entire battery.		
4. The GED examinees are permitted to take the individual test in any sequence.		
5. GED examinees are not permitted to retest for the purpose of improving test scores that already meet state minimums for passing the GED.		
6. Examinees are retested on a different form of the GED Test each time.		
7. Examinees who have taken all three test forms of GED Test may not be retested until the new forms are received.		
8. The chief examiner has a degree in teaching, training, counseling, testing, or equivalent background.		

	Yes	No
9. All alternate examiners administer the GED Test under the supervision of the chief examiner.		
10. Proctors have been informed of security measures regarding the GED Test.		
11. The proctor administers a GED Test only when the chief or alternate examiner is present.		
12. Proctors are used to maintain a ratio of students to proctors.		
13. Personal effects, such as books and papers, are prohibited from the GED Testing room except for math test where the paper is provided and collected.		
14. The agency has on file a copy of the contract with the American Council on Education.		
15. The agency has on file a list of persons who administers or proctors the GED Test administration.		
16. Written notification has been submitted to the state GED office for approval prior to implementation of changes in test sites or testing personnel.		
17. Persons involved in the instruction of GED prep classes do not have access to the GED Tests, nor may they administer them.		
18. GED Testing materials and student records are kept in locked and fire-proofed storage.		
19. The agency schedules the General Education Development Test on a regular basis.		
20. There is a record verifying test inventories consistent with state and national regulations.		
21. There is a procedure to log GED Test booklets in and out during testing sessions, (i.e., name, booklet, number and time)		
22. During GED Testing sessions, the candidates are constantly in view of the proctor.		
23. Only residents of Georgia are permitted to take the GED Test.		

	Yes	No
24. Precautions are used to assure that proxies are not taking the test.		
25. The GED Testing Center provides testing for handicapped citizens upon request.		
26. GED candidates are permitted to leave the testing room only in case of emergency, and in such cases are required to leave test booklets with the proctor.		
27. The current GED Manual, the American Council on Education Contract, and the Georgia GED Handbook are on file and the examiners are familiar with each document.		
28. GED examiners are familiar with the procedures to be followed if restricted materials are missing.		
29. For security purposes, the agency has established a system for documenting the transporting of GED Test batteries from the storage site to alternate testing locations and their return.		
30. The approved test agency has a written policy consistent with state and national guidelines for testing seventeen year olds.		
31. Necessary documentation for seventeen year olds is maintained in the examinee's permanent file.		
32. There is a working clock in the testing room.		
33. Opportunities are provided for GED candidates to take pre-GED preparation courses free at a nearby location.		
34. Failure records are retained at the local testing center for the purpose of future counselling of applicants.		
35. All applicants are required to complete a "Verification of Eligibility Form."		
36. All examinees receive a copy of his/her test scores whether or not he/she qualifies to receive the equivalency certificate.		
37. The chief examiner does attend annual meetings called by the State Administrator of GED Testing.		
38. Individual records of examinees are kept for a minimum of five (5) years or for the period of time comparable to that of the local system.		

SUMMARY

A considerable amount of information about the adult education in Georgia will be gained through the use of the instruments presented in this document. It is tremendously important that the information received be analyzed objectively and by competent and experienced persons in the Georgia system. One should recognize that while much of the information is quantitative, a significant amount can be judged as qualitative data.

Administrators and other stakeholders tend to not accept qualitative data and probably for good reasons, among which are: a) qualitative data reflects the subjective judgements of others, b) qualitative data do not fit into the criteria which influences congress, be it a state or federal congress, and most importantly, c) many of us lack the skills to interpret qualitative data outside the realms of our own biases. However, let's not forget that qualitative data, when objectively collected and analyzed, represent the true feelings of the stakeholders, be they administrators, ordinary citizens, program participants, or whomever. To this end, it is important that the Georgia Adult Education Task Force take a good, detailed and analytical look, not only at the quantitative data, but the qualitative data also.

The evaluators and/or quality control personnel should not use the instruments in this document until they are thoroughly familiar with them. These instruments are designed to facilitate the objective gathering of both qualitative and quantitative data; moreover, the

instruments are not etched in concrete, therefore, there is no place in the scheme of operation for inexperienced or unqualified personnel. There is, no doubt, in the minds of members of the task force that these instruments can be further refined for the future. Only experienced and competent personnel can provide the input for further refinement of the instruments in this document.

Finally, conclusions and recommendations drawn from the use of the instruments in this document should be reviewed, modified or discarded by members of the task force submitting this document.

APPENDIX C

PRINCIPLES OF DATA COLLECTION AND CATEGORIES OF DATA,

AND SUMMARY OF SURVEY RESPONSES

ADULT EDUCATION DATA DEVELOPMENT

Principles of Collection and Categories of Data

The primary purpose of data gathering shall be that of furthering the goals of program development for Adult Education in Georgia, the maintenance of individual student records to insure the Adult student has full access to an individual quality program, administrative records as required by the local, state and federal administrators, and records required to keep the public informed on the results of the expenditures of tax dollars.

The following principles shall guide the preparation, maintenance and dissemination of information collected in individual programs.

A. The privacy and rights of the individual adult student will be foremost in collecting, maintaining, and storing records.

B. Accuracy in data collection and dissemination is essential for a developing program of adult education.

C. To the extent possible, data collection will be standardized in adult education throughout the State of Georgia to facilitate reporting to the various agencies. This standardization should extend to individual student records, test scores, and academic progression.

D. Records keeping is an integral part of an educational program and is a partnership between the student, teacher, counselor and administrator.

E. It shall be the responsibility of the adult education coordinator to report program information to the public in the area served by the local or regional program.

F. The following categories of data shall be collected:

1. Sex and Age of Participants in Adult Basic and Secondary Education Programs

2. Race/Ethnic Group of Participants in Adult Basic and Secondary Education Programs

3. Enrollments, Completions, Separations of Participants in Adult Basic and Secondary Education

Enrollments: Level I
Level II
Upgraded

Completions: Level I
Level II
Upgraded

Separations: Level I
Level II
Upgraded

4. Reasons for Separating from Adult Basic and Secondary Education Program

Positive Reasons: Take a job
Take a better job
Enter a training program
Met personal objectives

Negative Reasons: Lack of interest
Program not Meeting Expectations
Health
Transportation
Child Care
Family
Conflict with class time

5. Economic Status and Geographic Area of Participants in Adult Basic and Secondary Education Programs

Economic Status	Employed
	a. Full-time
	b. Part-time
	Unemployed
	Retired
	Receiving Public Assistance
	Homemaker (Full-time)
Geographic Area.	Large Urban Area
	Small Urban Communities
	Rural Areas
	County

6. Number of Participants in Adult Basic and Secondary Education Programs by Location of Classes

School Buildings:	Elementary
	Secondary
	Jr. Colleges
Institutions:	Correctional
	Handicapped
	Hospitals
	Other
Other Locations:	Learning Centers
	Work Sites
	Homes/Home Based

7. Number of Day Time and Evening Classes and Number of Sites Operating Full-Time Programs

Number of Classes:	Daytime Classes
	Evening Classes
Number of Full-Time Sites	

8. Paid Personnel Employed in Adult Basic and Secondary Education Programs, Full-Time Equivalency, and Number Taking Training:

	Employed	Number in Training
Teachers		
Counselors		
Paraprofessionals		
Secretarial and Clerical		

9. Achievements Resulting from Participation in Adult Basic and Secondary Education Programs

Educational Achievements:	Certificate for Completing Elementary Program
	Passed GED
	Graduated HS
	Enrolled in Other Educational Programs
Economic Achievement:	Obtained Employment
	Obtained Better Job
	Removed from Public Assistance
Personal Achievement:	Registered to Vote for First Time
	Obtained U.S. Citizenship
	Obtained Drivers License
	Trained for Specific Skill
	Achieved Other Personal Goals

10. Enrollments and Separations of Participants in Specialized Adult Education Programs

	Enrolled	Dropout	Completed
Institutionalized Adults			
Adult Basic Education			
Adult Secondary			
English as a Second Language			

ADULT EDUCATION DATA COLLECTION SURVEY

A survey was conducted of the 84 local coordinators of Georgia's Adult Education programs. A total of 52 surveys were returned. Coordinators were questioned on three aspects of the current program.

(1) Data currently collected and maintained by local adult education programs.

(2) Extent of the present adult education program.

(3) Suggested revisions to the current local/state data collection procedures.

SUMMARY OF FINDINGS:

(1) 83.7% reported that they used an initial interview form.

100% reported that they had information on the program level the participant enrolled in. Almost all programs also maintained information on the sex, age and ethnic background of the participants. Only 38% reported that they knew when the participant became knowledgeable about the program.

(2) 98% of the programs have methods to establish initial educational achievement levels of program participants.

(3) 84% reported that they had methods to establish the educational achievement levels of program participants.

(4) 83% reported that they could determine the number of program participants by categories (employed, handicapped adult, etc.)

(5) 80% reported that they maintained records by individual name to document the exact categories for program participants.

(6) Concerning the length of time information is maintained on program participants after completion of a course, the following reported:

(1)	1-6 months	20%
(2)	7 months-1 year	8%
(3)	13 months-2 years	17%
(4)	2 years-5 years	38%
(5)	5 years-10 years	17%
(6)	More than 10 years	17%

56 (7) 76% reported that information is maintained and stored on forms filled in by students.
80% reported that records were from forms filled in by the instructor.

(8) Only 2% reported that information was stored on a mainframe and only 4% reported using microcomputers to store information.

(9) When asked what % of the curriculum had written goals on file, the following responses were reported:

	Percent Reporting
1. 0%	36%
2. 10%	4%
3. 30%	4%
4. 40%	8%
5. 50%	11%
6. 60%	2%
7. 70%	6%
8. 80%	8%
9. 90%	8%
10. 100%	13%

(10) Only 17% reported that their curriculum had been analyzed across levels of instruction for content related to government & law.

(11) The following percentages were reported when asked to describe the adaptability of instruction to the abilities of participants.

(1)	Very little	2%
(2)	Moderate	2%
(3)	Considerable flexability	21%
(4)	Extremely flexible	75%

(12) 63% of the programs indicated that they had established minimum enrollment figures of each type of class offered.

(13) 43% reported that they had published a description of curriculum content.

(14) 42% reported that they upgrade their published curriculum content descriptions less frequently than every two years.

(15) 67% reported that they did not conduct a survey follow-up of program graduates.

(16) 56% reported that they used informal non-systematic procedures to survey their graduates.

(17) 42% reported that they kept anacedotal records of program successes.

APPENDIX D

ADULT EDUCATION COMMUNICATION NETWORKS, THE NATURE OF ADULT EDUCATION, AND SUMMARY OF STUDENT RESPONSES (C&M)

Adult Education involves communication to both internal and external publics. The communication network which is formed by this internal and external communication is expressed diagrammatically in Figures 1 and 2, respectively.

Components of the internal communication system include: the state department of education; local program coordinators; local superintendents; and local instructors. The external communication system consists of important publics at the state and local levels, including: the federal department of education; local boards of education; human service agencies that serve the same target publics as adult education; local businesses; alumni; teaching associations; the mass media; and potential students.

Internal Communication

The first linkage (1) depicted in the internal communication diagram is that between personnel at the state department of education and local program coordinators. This is primarily a conduit of administrative information and program guidelines directed from the state department to local coordinators. Local coordinators, in turn, supply state department personnel with statistical data on student enrollment and staff employment (2).

A similar channel operates (3) between state department personnel and local superintendents. The administrative channel from the state department of education to local superintendents is mirrored by a channel (4) carrying statistical data from local superintendents back to state department personnel.

Informal channels (5 & 6) exist between local coordinators and local superintendents. These channels carry information on such topics as the needs and accomplishments of the adult education program or the sharing of ideas on improving education to students of all ages and abilities.

Finally, formal channels (7 & 8) link local coordinators with local instructors. For example, coordinators disseminate information on curriculum changes and compliance guidelines, while instructors supply information on student enrollment and program or facility needs.

External Communication

An important linkage exists between the federal department of education and the state department of education (9). The federal department sets policy and allocates funding, while the state department supplies statistical and compliance data to the federal department (10).

At the local level, local superintendents are linked (11 & 12) with local boards of education. In these channels, policy is set for and publicized throughout the school district.

Informal linkages exist between local program coordinators and local human service agencies (13 & 14). These linkages are important to maintain because both parties are attempting to reach and serve the same publics. Students enrolled in adult education can be alerted to opportunities that exist in other, complementary organizations.

In the same vein, informal linkages exist between local coordinators and local businesses (15 & 16). Through these channels, adult education can elicit community support and maintain community visibility. Local businesses must be made aware that they will benefit from employees' attainment of a high school diploma or equivalent.

Local coordinators often informally communicate with alumni of the adult education program (17 & 18). This alumni public is important in terms of providing support for the program as well as recruiting new students.

Many local instructors maintain professional channels with teaching associations (19 & 20). These affiliations provide instructors with innovative teaching methods or ideas which ultimately enrich students' education.

Local instructors often communicate directly with potential students in recruiting efforts (21 & 22). In some districts, instructors must directly recruit students to fill their classes.

In many districts, however, the local coordinator has the bulk of the responsibility in promoting adult education directly to students (23) or through mass media publicity efforts (24) which are targeted at specific student publics. Thus, the mass media represent both an important public as well as a channel (25) through which recruitment efforts pass from local districts to potential students.

Although no centralized, routine communication channel from the state department level to the mass media or potential students presently exists (26), such a channel would provide a consistent and organized means of marketing and publicizing adult education.

In addition, linkages at the state level between the state department of education and human service agencies (27 & 28) would benefit both parties and allow state department of education officials to become aware of fiscal and other developments that will impact on adult education. This information, in turn, could be disseminated internally to local coordinators (1).

FIGURE 1

INTERNAL COMMUNICATION

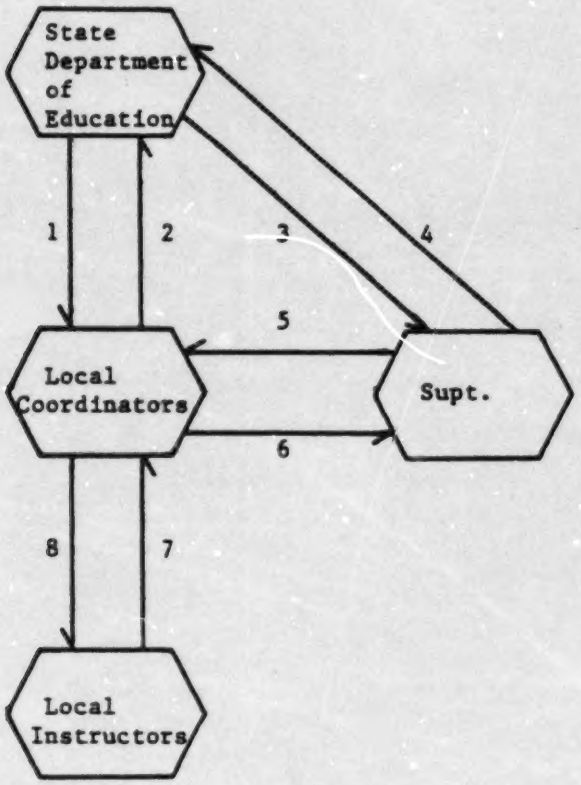
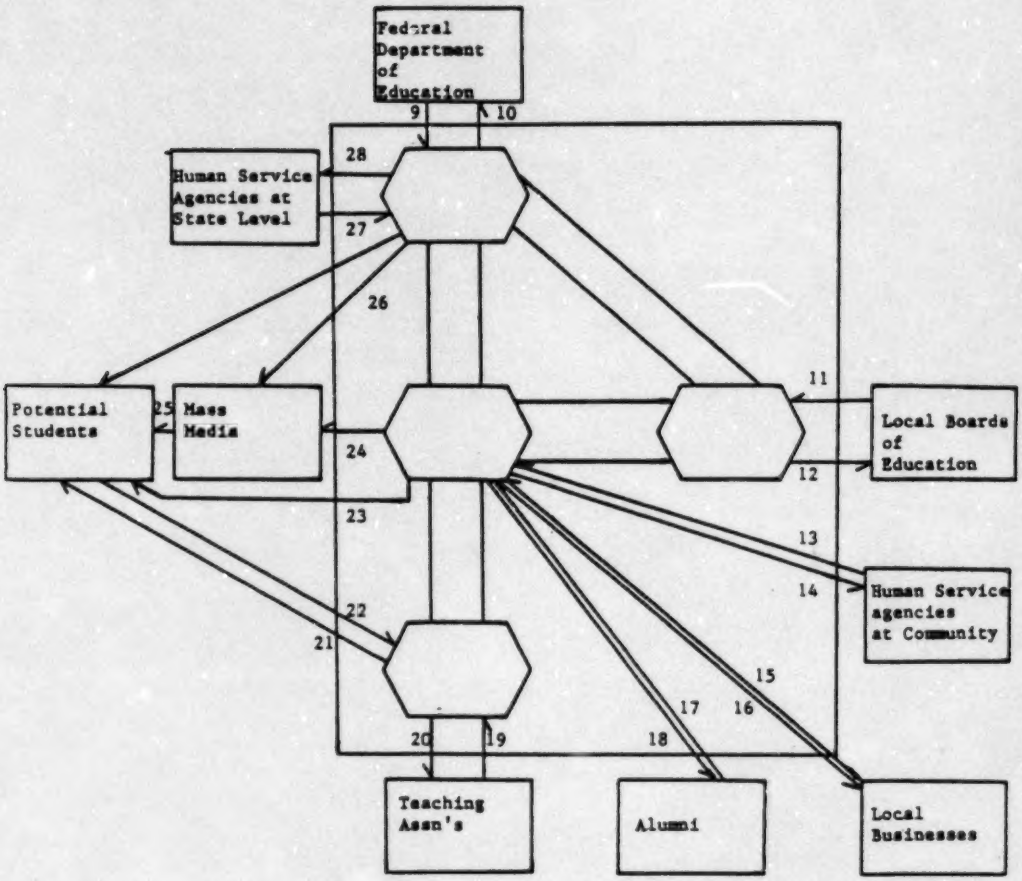


FIGURE 2

EXTERNAL COMMUNICATION



Based upon the stated goals of "Georgia Express" the Communication and Marketing Team determined its objectives to be two-fold: 1) to identify the Communication responsibilities and ways to operationalize them at every level of Georgia's Adult Education Program and 2) to develop a prototype communication and marketing plan. At its initial meeting the team was presented some background ideas on public relations from the chairman and from the team consultant. The following narrative provided the basis for planning our research.

Community Relations and the Need for Communication

The basic concept of community relations is to conduct your business or service in a manner that pleases the public and earns its approval and support. Implementing that simple concept requires careful thought and planning. At the heart of the process is good communication--two way communication: the community speaking to you about what it wants and needs, and you listening carefully and responding in ways the community can understand and appreciate.

Community relations is not an attempt to put a superficial slick covering over an inferior product or service and thereby fool the public. It is not a veneer or facade. Community relations is a process of communication between the community and the organization to discover how you can better serve and to convey how your organization is responding to that information.

All this indicates that community relations is a management function. Community relations cannot be effective if it operates a distance from management. Policies governing what service your organization will

offer to the community, who the clientele will be, where and when and how the service will be provided, and how it will be paid for, are decisions fundamental to community relations. A community relations effort separated from these decisions cannot correct or cover up errors made on these basic points. Community relations--communication with the community--is an essential part of good management and must function in close relationship to management.

Good communications with the community may determine that you are attempting to serve the wrong publics in the wrong way or at the wrong place or time. It may determine that the quality of your service is not satisfactory--or appreciated. The program must assume that your organization will act to correct any shortcomings that are discovered in service.

This means that the task of community relations programs is not simply communicating management's views to the public. The task also involves communicating the views of publics to management. The objectives of an institution and its community relations program must be designed with the needs and desires of the public clearly in mind.

Going one way, the community relations person analyzes public needs, and opens channels of communication that allow such information to flow into the institution. Using this information, the community relations person advises management on the policies that are likely to be of mutual benefit to the institution and the public. Then, going down the other way, the community relations person opens channels of communication that reach out from the institution to the public. These channels are used to interpret the institution's policies and services to various publics.

Keep in mind that even the noblest and best-designed community services will not be successful unless you can (1) inform your target publics of your services; (2) convince those publics that they can benefit from your services; and (3) convince funding institutions that your program merits consideration. If you have a good service, it's essential that you let people know about it.

To be effective, the Adult Ed Program must be visible. Prospective students, community agencies and school superintendents must know:

1. who to contact about the program
2. what the program does
3. when the program is
4. where the program is held
5. why individuals should take part in the program
6. how to sign up.

The mass media will cooperate with an organized, sustained effort to publicize the services of Adult Ed. The Federal Communications Commission requires that broadcast stations devote time to non-profit messages. Newspaper editors need news from worthy organizations to fill their pages. The opportunity is there if Adult Ed can develop a community relations communication program.

> Much of this discussion was drawn from two excellent reference sources on developing public relations campaigns; (1) Writing in Public Relations Practice: Form & Style, by Doug Newsom & Tom Siegfried, Belmont: Wadsworth Publishing, 1981; and (2) Community Relations Handbook, by Roger Yarrington, New York: Longman, 1983.

Actually, the Communication & Marketing Team is very dependent upon the work of others before the task can really be accomplished successfully. "The best way to get publicity is to deserve it."

"Credibility, the bed rock upon which the efforts of all public relations personnel rests, must be built and maintained." Other groups are working to produce recommendations which would improve our total adult education effort in this state. And they are depending on us to produce the communication and marketing recommendations. "Unfortunately, the desire for better communication does not ensure it. A knowledge of the tools and skills needed for effective communication is also required." It was necessary for each of us to gain these tools and skills for ourselves and then share them in a useable fashion with other adult educators across the state.

Several activities were elected by the team to gather data for our deliberations. We wrote to every state director of adult education in the country and requested a copy of their communication and marketing plan as well as examples of any recruitment or promotional items they had developed. We conducted focus groups in each community represented on the team to obtain information from program participants, non-participants, drop-outs, and instructors. We wrote each adult education coordinator in Georgia and requested samples of any public relations materials they had developed locally, and then surveyed all local coordinators and 124 selected instructors through questionnaires to determine their communication needs.

RESEARCH OF TARGET POPULATION

The first step in any successful marketing or public relations effort must be research. In this case research consisted of both secondary and primary research.

The secondary research step consisted of assembling Adult Education promotional materials from several out-of-state programs. These materials provided ideas and examples for developing a statewide set of Georgia materials.

The primary research step consisted of collecting data on three key publics that the Adult Education Program must reach: (1) current student participants; (2) dropouts of the Program, and (3) non-participants in Adult Education Program. The rationale for interviewing members of these publics was to understand factors that make adults who do not have a high school degree either join or not join adult education programs.

In-person and focus group interviews were conducted at several locations throughout the state to give a good cross-section of respondents. In most cases, local coordinators conducted the interviews. The following sections summarize the primary research findings.

Participants

The most striking factor about the participants interviewed is that they all have clearly defined goals. That is, most participants signed up for Adult Education classes to pass the GED, to get a better job or to help their children stay in school and get an education.

This finding suggests that goal-oriented people might be the most likely participants in Adult Education. It also may be the case that instructors can help these goal-oriented people by setting up a series of intermediate goals to give students periodic positive reinforcement in the longer process of passing the GED.

Secondly, participants interviewed all said they had the support of their families in pursuing education. This seems particularly important, as any kind of change can be threatening to a family or spouse. This might suggest appeals that try to elicit encouragement from important primary groups such as the family.

Thirdly, participants seem to have a richer information environment than do non-participants or dropouts. That is, they are more likely to read newspapers or magazines and be exposed to other information sources. It's likely that working towards an education encourages more reading which, in turn, contributes to one's education.

DROPOUTS

Dropouts constitute an important public, since they were at least interested and motivated enough to sign up for adult education programs, but were not able to sustain their participation.

The three major problems that were mentioned in interviews were: (1) transportation problems; (2) fear and frustration; and (3) poor goal definition. There is probably little that Adult Education Programs can do with regard to transportation problems. But, the second and third problems can be addressed.

Fear of the unknown--learning centers, one's limitations, etc.-- can be dealt with through such vehicles as videotapes of students successfully learning and acquiring new skills in Adult Education Programs.

In part, this fear may stem from the fact that many adults are unaware of how adult education programs operate or what a person has to do to work towards a GED.

Poor goal definition can be directly addressed each student that ventures into a learning center. While many adults feel that adult education classes are probably good, they might not realize the precise benefits that accompany a high school degree or the steps involved in attaining a degree. Instructors should be able to sit down with students and work together in sharing a series of realistic and worthwhile goals that the students can work towards.

Men and women seem to enter adult education programs for differing reasons, to achieve different goals. Men interviewed in this study tended to say that they joined adult education classes in order to get a better job. Women, on the other hand, came in for personal development, or because they thought it would help their children. These findings suggest that these two appeals might be successful in attracting students, but also in retaining students; instructors should be cognizant of the factors that motivated the students to sign up in the first place and periodically remind students of those factors.

Finally, appeals must be made to family members to be supportive of adult education students. Even children can be reached to be proud and supportive of a parent working to better him/herself and the family.

Non-Participants

Many non-participants have apparently heard of Adult Education, but few understand it or know much about it. These people tend to have barren information environments, and rely primarily on radio and interpersonnal channels of communication.

Reasons for not participanting in adult education classes include: "never getting around to it," fear of failure or the unknown, feeling too old, and transportation problems.

The first problem is a motivational problem or perhaps a disguised way of stating the second or third reason. Again, problems of fear or lack of knowledge of the program can be directly confronted with this proper marketing strategies.